

INSPECTION REPORT

LADYWOOD SCHOOL

Bolton

LEA area: Bolton

Unique reference number: 105274

Headteacher: Mrs S McFarlane

Lead inspector: Mr D Smith

Dates of inspection: 22nd – 25th November 2004

Inspection number: 268588

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Special
School category: Community special
Age range of pupils: 4 - 11
Gender of pupils: Mixed
Number on roll: 73

School address: Masefield Road
Little Lever
Bolton
Lancashire

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Telephone number: 01204 333400

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Appropriate authority: The governing body

Name of chair of Mrs P Livesey
governors:

Date of previous January 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

The school was previously called Woodside Junior School and in November 2000, as part of the Bolton Local Education Authority reorganisation, the school was renamed, the designation changed and it was relocated. The school is now called Ladywood Community Special School and it shares a site with a mainstream primary school on the outskirts of Bolton. The capacity of the school is 80 and currently there are 73 pupils on roll, 55 boys and 18 girls. All of the pupils have statements of special educational needs. Their needs include moderate learning difficulties, severe learning difficulties and an increasing number of pupils with autistic spectrum disorders. There have been no pupil exclusions during the last reporting year. Thirteen of the pupils are from minority ethnic backgrounds and eight of the pupils are in the early stages of English language acquisition. One pupil is in public care and 26 of the pupils are eligible for free school meals. The school gained an Investors in People Award in 2002 and is part of the Leading Edge Initiative with Bolton special schools. A large percentage of pupils share part of their education with pupils in mainstream schools. The school facilitates initiatives such as SureStart and a Share Course for parents.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1732 3	Mr D Smith	Lead inspector	Science
			Information and communication technology
			Design and technology
			Physical education
			English as an additional language
1346 2	Mrs R Mothersdale	Lay inspector	
1672 2	Mrs N Buckingham	Team Inspector	Mathematics
			Art and design
			Citizenship
			Religious education
			Special educational needs
2354 9	Mrs H Eadington	Team Inspector	English
			Geography
			History
			Music
			Foundation Stage

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school and it provides good value for money. Pupils' achievement is good, as a result of good teaching. The governance, leadership and management of the school are good. The very positive ethos of the school is a major aid to pupils' achievement.

The school's main strengths and weaknesses are:

- The headteacher has very high aspirations for the school and is effectively supported and challenged by the governing body.
- The development of a very good school ethos leading to pupils' very good attitudes.
- The very good teamwork ensures that behaviour management is very effective and relationships are very good.
- The good and often very good teaching that effectively challenges the pupils.
- The use of information and communication technology (ICT) in other subjects is unsatisfactory.
- The very good links with parents and, as a result, pupils' very good attendance.
- The provision of very good opportunities for pupils to be fully involved in the life of the school and also opportunities for many of the pupils to share part of their education with their peers in local mainstream schools.

The school has made good progress since the last inspection. The headteacher has led a determined and successful drive for continual improvement. The accommodation is now very good and this has resolved many of the outstanding issues from the school's previous inspection. The quality of teaching and learning has improved and all of the teaching is now satisfactory or better. This progress has been promoted by the development and use of effective assessment systems and very effective behaviour management. Also, the special educational needs of all of the pupils are met and they are fully involved in the life of the school. The provision for design and technology is now good. Performance management is now good and effectively informs the staff's continuing professional development and all statutory requirements are met.

STANDARDS ACHIEVED

Pupils' achievement at the end of:	in relation to individual targets in:	
	Subjects of the curriculum	personal and social education
Year 2	good	good
Year 6	good	good

Inspectors make judgements in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor.

Pupils' achievement including those in the early stages of English language acquisition is good. The needs of pupils with additional special needs are effectively met and they achieve well. Children in the Foundation Stage and pupils in Years 1 to 6 achieve well. Pupils' achievement in English, mathematics and science is good. Pupils achieve well in religious education, personal, social, health education and citizenship. Their achievement is also good in design and technology, but satisfactory in ICT. There was

insufficient evidence to make judgements about standards or achievement in any other subjects.

The provision for pupils' moral development is very good, spiritual, social and cultural development is good, **making spiritual, moral, social and cultural development good, overall**. As a result of this provision and the very good support of parents, pupils' personal qualities including their attitudes are very good, overall. Attendance and punctuality are very good.

QUALITY OF EDUCATION

The quality of education is good. The quality of teaching, learning and assessment is good. The quality of teaching and learning is good for children in the Foundation Stage and for pupils in Years 1 to 6. It is good in English, mathematics and science. The quality of teaching and learning is also good in religious education and personal, social and health education, but is satisfactory in ICT. The use of assessment to inform planning and pupils' individual targets is good. The curriculum provision is good. It fully meets the wide range of pupils' special educational needs and provides pupils who are in the early stages of English language acquisition with full access to good learning opportunities. However, the use of ICT in other subjects is unsatisfactory and the plenary sessions in some lessons are rushed and this leads to some satisfactory achievement. The provision of extra-curricular opportunities is satisfactory. The pupils are very well cared for and receive very good support and guidance. The school has good systems in place to consult pupils and take their views into account. Very good links have been established with the parents and good links have been established with other schools and the community.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The contribution of the governing body is good. The leadership and management of the headteacher are good and she is well supported by the senior management team. The leadership of other key staff is satisfactory. The governors have developed a good understanding of the school's strengths and weaknesses and, in particular, they support and challenge the school leaders well and ensure that all statutory requirements are met. The very good teamwork, combined with clear planning, drives effective improvements in the quality of the provision. The school leaders are very good role models for other staff and pupils and help to create the very good school ethos and commitment to inclusion. The school uses the available assessment data to evaluate the achievement of groups of pupils and set precise whole-school targets. Financial management is good and firmly based on best value principles.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents are very positive about the school and, as a result, the school's partnership with parents is very good. The school provides very good information to parents and very effectively seeks and acts on their views. Parents are very appreciative of the supportive courses that are facilitated by the school. Pupils enjoy being at the school and behave very well. They are very interested in lessons and develop very good relationships with each other and the staff.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Develop the effective use of ICT across the curriculum.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is good. The achievement of the children in the Foundation Stage is good and the achievement of pupils in Years 1 to 6 is good.

Main strengths and weaknesses

- Pupils make good progress towards achieving their individual targets.
- The good provision for pupils' communication skills.

Commentary

1 The school uses comprehensive assessment systems and available data is used to establish challenging individual targets for pupils and the good results are carefully analysed to inform the setting of appropriate targets in the future. For example, there are high expectations for pupils' performance in their national tests at the end of Year 6 and they achieve well. The school is particularly proud of pupils' results in science that are, for some of the pupils, very good and good, overall. The school does use comparisons where possible to establish challenging targets for pupils in the spirit of Best Value principles.

2 The school places a high priority on the development of pupils' communication skills. Pupils make good and often very good progress in their speaking and listening in all aspects of their curriculum. Pupils' achievement in reading is good. Year 2 pupils can recognise names and higher attaining pupils make good progress in their recognition of an increasing range of words. Pupils in Year 6 have a wide range of reading abilities and the more able pupils read simple texts with increasing accuracy and understanding. There is a good focus on the use of key words in all subjects. Consequently, pupils extend their vocabulary and use the correct terms in the right context. For example, Year 6 pupils use scientific terms such as 'switch' when studying basic electrical circuits. These pupils are also able to use their knowledge of the alphabet to find words in a dictionary. The good use of symbols effectively challenges Year 2 pupils to name a range of farm animals and match sounds to pictures. The very good contribution of the communication assistants and speech therapists ensures that pupils with communication difficulties achieve well. A wide range of strategies and resources are used very effectively to ensure that pupils with autism make good gains in their ability to communicate individually and in a group setting.

Pupils' attitudes, values and other personal qualities

The provision for pupils' moral development is very good and spiritual, social and cultural development is good, making these aspects of pupils' personal development good, overall. Attendance and punctuality are very good. Pupils' attitudes and behaviour are very good.

Main strengths and weaknesses

- The development of very good relationships.
- Consistent application of moral values impacts very well on pupil's behaviour and attitudes.

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- The very good systems in place for monitoring and encouraging pupils' attendance.

Commentary

3 The very positive relationships between pupils and staff help to create the school's very good ethos. The 'Hello board' sessions at the start of the school day reinforce good manners and pupils' friendly attitude to each other. Displays and artefacts around the school recognise the contribution of other cultures and faiths to pupil's personal development. This is well illustrated by the work from schools in Europe that share in the Comenius project and this gives pupils good opportunities to learn about life in other countries. Opportunities in assemblies for pupils to reflect on the success and achievements of their peers, allow the whole school to celebrate a wide range of areas such as improved communication, better writing skills or meeting targeted areas of behaviour. School and class rules and the very polite and friendly interaction between staff and pupils in the school, set very good moral values for pupils to follow and creates a community that does not tolerate bullying or racial harassment. The school prepares pupils well for relating to others in different settings. For example, this is the case when pupils with autism go out on a visit with other pupils from the school. Also pupils relate well with their peers from the neighbouring primary school. Pupils' individual targets effectively help to promote the development of their social skills. Parents are especially pleased with this provision and many of them remarked on the improvements in their children's social skills and the fact that "We can take our child out with us now as a family." Pupils have very trusting relationships with staff and enjoy the opportunity of going on residential trips. This gives pupils good opportunities to learn about themselves in a setting away from home, and to share in teamwork tasks.

Exclusions

There were no pupil exclusions in the school year prior to the inspection.

Ethnic background of pupils

Categories used in the Annual School Census	No of pupils on roll
White – British	60
Mixed – White and Black Caribbean	1
Mixed – White and Black African	1
Mixed – White and Asian	1
Asian or Asian British – Indian	5
Asian or Asian British – Pakistani	3
Black or Black British – Caribbean	1
Black or Black British – African	1

4 Attitudes are very good and pupils are prepared to work hard to make sure, for example, that they complete a task well or finally master a challenging problem. The school has developed consistent discipline strategies to diffuse potential behavioural incidents. These strategies work very effectively, behaviour is managed very well and this is a good improvement since the last inspection. All staff has very high expectations of the

behaviour required by pupils and these are consistently emphasised in class time and assemblies. So, for example, at break times pupils know which parts of the playground they can use for different games. The school encourages pupils to develop a very positive attitude to each other by effectively promoting a sense of community and purpose in the school. Pupils take pride in caring for the school garden and wildlife area and enjoy sharing the specialist provision in the school, such as the soft play area, with their neighbouring primary school.

Attendance

Attendance in the latest complete reporting year (94.8%)

Authorised absence		Unauthorised absence	
School data	5.2	School data	0.0
National data	8.7	National data	1.9

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

5 The school places a very effective focus on improving pupils' attendance and punctuality. Very good systems are now in place that identifies each pupil's pattern of attendance. Parents are very supportive of the school and rarely take their children away on holiday during school time and attendance has improved since the previous inspection. Most absences are because of complex medical problems. Good links are in place with the transport providers and the school quickly knows if there are any problems with traffic that will delay pupils' arrivals. This is good improvement since the last inspection.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The curriculum provision is good. The opportunities for pupils to take part in extra-curricular opportunities are satisfactory. The school's provision of support, advice and guidance is very good and their care and welfare are also very good. The school has good systems for consulting pupils and taking their views into account. Very good links have been developed with the parents and good links are in place with other schools and the community.

Teaching and learning

The quality of teaching and learning is good and the use of assessment is good.

Main strengths and weaknesses

- Teacher's planning is good and challenging individual targets are set for pupils.
- Very high expectations for pupils' achievement and personal development in a significant number of lessons.
- There are weaknesses in the organisation of a small number of the lessons.
- The good contribution of the support staff.
- Too little use of ICT in other subjects.

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Commentary

6 The school has made good progress since their last inspection in establishing good assessment systems. Well considered procedures provide a wealth of information and this

is used effectively to set pupils' individual targets and to inform teacher's planning. The pupils' targets in their individual education plans are regularly reviewed and provide a good focus to promote pupils' gains in their learning. Parents are positive about the quality of teaching and learning in the school and it is their view that the teachers expect the pupils to work hard.

7 In a significant number of lessons staff have very high expectations and challenge pupils to make very good gains in their learning and they achieve very well. In these lessons, planning is very well informed by the teacher's knowledge of the subject and this ensures that the special educational needs of all of the pupils are fully met. For example, pupils in Year 4 were very effectively taught to use key scientific words in their study of the properties of light. The very good structure and expert use of a wide range of strategies ensured that pupils with autism made very good gains in their understanding of appropriate social expectations. Year 2 pupils responded very well to the enthusiasm and expertise of the music teacher and, as a result, they played percussion instruments with increased confidence. The pupils were able to say which instruments they had played and listened patiently whilst waiting their turn to play. Year 6 pupils thoroughly enjoyed the opportunity to plan, make and eat a breakfast. This assignment was linked to a wealth of other subjects, for example, an understanding of breakfast in Victorian times and very good reference to breakfasts in modern Europe as part of the Comenius Project. The very good development of a work ethic and very good relationships help to provide pupils with a stimulating classroom environment and, as a result in these lessons, pupils achieve very well. In a small number of lessons there are weaknesses in the management of the time available. Some lessons come to an abrupt end rather than allowing the opportunity for the staff to explore and evaluate pupils' gains in their learning. For example, in a science lesson for Year 5 pupils, too much time was spent on behaviour management and the lesson finished without pupils having the opportunity to fully understand the conclusion of their investigation. Where there are these weaknesses in lessons, pupils' achievement is satisfactory rather than the good achievement that is evident in some of their other work.

Summary of teaching observed during the inspection in 49 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	14 (29%)	27 (55%)	8 (16%)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

8 The members of the support staff are well deployed and this helps the school to meet the pupils' full range of special educational needs. This is a particular strength in the teaching of pupils who are autistic as the pupils respond very well to the structures and consistency provided by the staff. The communication assistants are very successful at extending pupils' literacy skills and consequently they achieve well. Also, the additional support provided for pupils who are in the early stages of English language acquisition ensures that these pupils are effectively engaged with their learning and achieve well.

9 The school recognises that ICT resources in some subjects are unsatisfactory and this limits pupils' access to ICT to extend their learning. Also, further staff training is planned for the near future to increase their expertise and confidence in, for example, the use of electronic whiteboards. The combination of these factors means that there is limited use of ICT in some subjects and, at times, pupils' achievement is satisfactory rather than the good achievement that is evident in much of their other work.

The curriculum

The curriculum is good and enrichment opportunities are satisfactory. The accommodation is very good and resources are good.

Main strengths and weaknesses

- Preparation for the next stage of pupils' education is good and, as a result, they feel confident about moving on.
- The additional special needs of pupils are met well which means that they make good progress.
- Extra-curricular activities are still developing.
- Inclusion opportunities with mainstream schools are very good and give pupils the chance to work with a wider peer group.

Commentary

10 The issues identified in the last inspection relating to the curriculum have been successfully addressed and all pupils now have access to a broad and relevant curriculum that fully meets the statutory requirements of the National Curriculum and provision for religious education. The curriculum is well organised and monitored effectively via teachers' planning. Soft play and light stimulation rooms are used effectively to support pupils with complex learning needs and creative use of the hall means that there is now a specialist music area. The three autism specific bases are well organised so that pupils are taught within an environment that meets their needs very well.

11 The school plans well for the smooth transition from one stage of education to the next. Pupils go to see their next school and staff from the receiving school makes

reciprocal visits, with the purpose of making pupils feel welcomed and to have some familiarity with new buildings and faces. Parents are involved at an early stage and the aim of the process is to help pupils and parents feel comfortable and positive about the move. Pupils maintain a journal of the process throughout the year, recording their ideas and symbols help them to understand new systems. Similarly, pupils entering the school go through the same process. Teachers and teaching assistants make a major contribution to a successful transition.

12 Pupils with additional special needs such as autistic spectrum disorders have their needs met very well. They are mostly taught in separate classes with well-qualified teachers and support staff using appropriate strategies. In addition, communication assistants make a significant contribution in enabling pupils to access learning by the specific use of symbols and strategies particular to each pupil. The school makes every effort to include these pupils in mainstream classes whenever possible. This is successful and emphasises the school's very positive commitment to inclusion. The school's location, on the same site as a primary school, encourages inclusion and an increasing number of pupils have access to lessons within the primary school. Others attend different primary schools for specific subjects. The curriculum is effectively planned for pupils who are in the early stages of English language acquisition and this enables pupils to be fully involved in the activities and they achieve well.

13 A good range of visits to places of interest is well planned to enrich the curriculum. Some lunchtime clubs, for physical education and gardening, also support the curriculum but there are currently no after-school activities. Parent groups have been supportive in funding visiting artists and musicians from time to time and opportunities for sporting links are satisfactory. Residential visits by Years 5 and 6 to the Lake District and overnight visits to Waddow Hall for pupils with autistic spectrum disorders support the development of pupils' personal and social skills very well.

Care, guidance and support

Care for pupils is very good. Support, advice and guidance for pupils are very good. Good systems are in place to consider pupils' views.

Main strengths and weaknesses

- Child protection and health and safety procedures are very well organised.
- Close attention to the individual needs and abilities of each pupil, supports and guides pupils very well.
- The school council is well established.

Commentary

14 The school has very clear health and safety procedures and works closely with health professionals to access the care and welfare that is necessary for each pupil. Care plans for pupils with special medical and dietary needs are regularly updated so that staff know how to deal with any emergencies. Clearly prescribed procedures for assessing risks and ensuring the safety of the school buildings and educational visits eliminate all foreseeable hazards for pupils and staff. The school nurse initiates regular training programmes for staff to deal with the initial onset of allergic reactions, asthma attacks and epileptic incidents. This supports pupil care very effectively. Instructions and procedures

for dealing with the personal care of pupils, stress the necessity for dignity and privacy and link this to each individual's needs. This is very effective as many of the pupils have communication difficulties. Designated staff are fully trained in accordance with the locally agreed guidelines and staff know and understand when to refer any concerns they may have on child protection issues. Consequently, child protection issues are very well addressed in the school.

15 Arrangements to support pupils and track their progress and personal development are very well supported by good assessment information and regular reviews of personal targets on individual education plans. Assessment opportunities for pupils involved in inclusion opportunities are also good and ensures that their special educational needs are always fully met.

16 Pupils enjoy the opportunity they have through the school council to share their views of how they can help the organisation and management of their school. Pupils are keen to nominate themselves to be members. Suggestions are formally collected from each class, either from the pupils themselves, or from school council members acting as advocates for pupils in the Foundation Stage and Years 1 and 2 because of the difficulties a number of pupils have in communicating their views. School council members have influenced many aspects of school life, for example, the seating arrangements in assemblies, the Smiley Board rota, fundraising for hearing dogs and making sure that younger pupils have help getting their coats on for break time. Currently they are canvassing pupils in all classes for ideas on different designs for clocks in each class, as a recent questionnaire brought forward the idea of "children's style" clocks. The school values their ideas and provides good support to help put the ideas into practice.

Partnership with parents, other schools and the community

Very good links are established with parents. Links with the community and other schools are good.

Main strengths and weaknesses

- Inclusive partnerships with other schools have a very good impact on pupils' social skills and academic achievements.
- Good links with the wider and local community promote a tolerance and respect for the wide range of faiths and cultures.

Commentary

17 The school has worked hard to build a strong relationship with parents. Parent workshops have thrived in the hospitable environment provided by the school. The SureStart and Share courses for parents that are hosted by the school are well attended. As a result of these courses, parents have learnt new skills to help their children, more parents are involved in helping in the school and they have also formed strong social bonds with each other and staff. Parents are actively encouraged to share concerns with the headteacher or staff and this openness enables complaints to be resolved promptly. Prominent invitations to make suggestions on improving the school through questionnaires and direct input is regularly communicated to parents, and the school regularly reports on the progress of any such suggestions, by newsletter and by notices in the parent room. The Parent Teacher Association has strong representation from parents and has led to the

holding of successful fund raising and social events for the school that help to maintain the running costs of the school's two minibuses. Parents' consultation evenings and annual reviews are well attended by parents who say that they feel comfortable about coming into school. Indeed, where parents have difficulty in accessing their own transport, the school will, if necessary, help them to get to school for a meeting. The school is very pleased with parents' improved attendance for these meetings and judges that it has had a beneficial impact on pupil's attendance, personal development and achievement. Home/school diaries and homework diaries are used very well to support communication with home and parents value the close links and information that this provides.

18 The very good range of inclusion activities and partnerships impact well on pupils' achievement and personal development. Pupils meet and work alongside, either as individuals, or as a part of a peer group, pupils from other schools or different classes within the same school. Schools in the inclusion partnership value the support they receive from the staff that accompanies pupils on inclusion activities. This enables them to develop specialist skills that they use to help their own pupils with special educational needs. Members of the staff work together closely to monitor the success of each inclusion opportunity and decide, in consultation with parents, what the next step should be. Close links with the neighbouring primary school and joint funding initiatives have enabled pupils to access inclusive sports clubs and new facilities such as a community cricket pitch and track area. This has improved social and leisure occasions for pupils and parents appreciate the outward looking nature of the school's leadership in supporting these opportunities for their children.

19 The school has forged effective community links with many external groups including representatives of the different faiths and cultures in the local and Bolton community. The school has established a good working partnership with specific local businesses. Pupils promote the school's image, and display their own very good attitudes and behaviour, when they go out, for example, to visit a Hindu temple or integrate into a local school.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The leadership of the headteacher is good and the leadership of other key staff is satisfactory. The governance and management of the school are good. The school provides good value for money. The school effectively manages aids and barriers to learning.

Main strengths and weaknesses

- The headteacher has very high aspirations for the school.
- The governing body support and challenge the senior managers well.
- The senior members of staff are very good role models and create very effective teams.

Commentary

20 The headteacher is very determined to do the very best for each and every pupil. She is provided with effective support from the deputy headteacher and, as a result, they help to develop a very good school ethos. The headteacher has a very clear vision for the future development of the school and this is shared by the senior management team. This

vision is translated into a good school improvement plan that has effectively focussed the school on the drive for continual improvement. However, the headteacher is aware, particularly as she has very high aspirations for the future quality of the provision, of the need to sharpen the criteria for measuring the impact of the plan on pupils' achievement. The headteacher's involvement in a range of valuable initiatives, for example, joint working with local schools, makes a good contribution to the quality of the provision. The school gained the Investors in People Award in 2002 and this reflects the good leadership and management of the school. Also, the very good courses hosted by the school for parents and carers are very effective at creating a culture where every individual matters.

21 The governing body have a good range of expertise and make a good contribution to the continual improvement of the school. They question the senior managers in an open and constructive manner and this helps promote a very positive ethos. They know the school well and, in particular, the responsibility that each governor has for a particular class group is a very good initiative. This helps the governors to gain a good understanding of the strengths and weaknesses of the school and, as a result, they make a valuable contribution to the good school improvement planning. The governing body now ensures that all statutory requirements are met, including performance management and the effective promotion of racial equality in the school. The office staff works hard to ensure that day-to-day financial management is effective. The governors are kept well informed about the school's expenditure and place a high priority on gaining value for money.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	£852,645	Balance from previous year	- £9,802
Total expenditure	£836,098	Balance carried forward to the next	£6,744
Expenditure per pupil	£11,073		

22 The ethos of teamwork and shared responsibility is very evident at all levels in the school and is a major aid to pupils' achievement. The staff is also committed to seeking and acting on the views of pupils and parents. The school leaders provide very good role models for other staff and pupils and help to develop the very good school ethos and the confidence of pupils to achieve well. Meeting the wide range of pupil's special educational needs is a significant challenge and potential barrier to learning. However, the wide range of specialist staff make a very good contribution to pupils' achievement and personal development by ensuring that their special educational needs are met. Also, the school is fully committed to meeting the needs of the pupils in an inclusive environment and, as a result, provides very good opportunities for all pupils.

PART C: THE QUALITY OF EDUCATION IN LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

The school makes **good** provision for children in the Foundation Stage.

Main strengths and weaknesses

- Children's personal development and communication skills are well promoted throughout the day.
- The very good development of relationships between children and adults.
- The good use of assessment to inform planning.
- The good use of resources and the local community.

Commentary

23 The two classes for the youngest children in the school include four children who are younger than six years old and nine who are in Year 1. Following discussion with parents, and taking into account the children's special educational needs, all these children are taught the Foundation Stage curriculum. One class includes children with moderate and severe learning difficulties and the other is well organised to meet the needs of children with autistic spectrum disorders. It is not possible to compare children's achievement with that at the time of the previous inspection, as the Foundation Stage was not reported on at that time. There are strong links with parents, they are encouraged to feel they are partners in the development of their children and this is one of the reasons why achievement is good.

24 Teachers, teaching assistants and speech and language therapists create many opportunities for children to express themselves through speech, signing and with a picture exchange system. Because staff frequently draw attention to the timetable, children begin to recognise the pictures and symbols which tell them about the routines and structure of the day. During literacy periods they begin to develop early reading skills so that, for instance, they learn to associate objects and pictures with the stories they hear and enjoy. Phonic awareness is well promoted by the emphasis teachers place on rhyming activities. Higher attaining pupils recognise their own photographs and names and those of other children. Children have many opportunities to improve their fine motor skills and consequently they begin to develop the control needed in order to progress towards writing. Children achieve well and make good progress because teachers, teaching assistants and therapists work closely together to help them develop the attitudes and skills they need to become confident learners. Activities in lessons help them develop social skills such as working together and taking turns. Children in both classes benefit from regular opportunities to work and play together, and to spend time with children from a nearby mainstream nursery. Action rhymes and songs such as the 'Good morning' song are well used to encourage interaction between the children. Relationships are very positive and staff are consistently patient, calm and clear about how children are expected to behave, as a result, children understand the class routines and follow them as well as they are able. They are encouraged to take responsibility whenever possible, such as taking the class register to the office. Members of staff work hard to maintain a climate in which children feel comfortable and able to co-operate.

25 The lessons are well-planned and children achieve well because their needs are carefully assessed and work is planned to meet their varying levels of ability. Children are encouraged to experiment with colours and textures when painting with fingers or brushes. They enjoy making collages and mixing flour and water to form shapes, and hand printing widens their experience of a range of media. The opportunities children are given for role play and dressing up help them to develop their ideas and imagination. They all benefit from weekly music lessons, taught by specialist teachers. They enjoy clapping, singing and signing songs and rhymes, and are intrigued and delighted by the sounds they find they can make with percussion instruments.

26 Children receive many well-planned opportunities to develop mathematical concepts, language, skills and knowledge. For example, in the one lesson observed they joined enthusiastically in singing and signing number rhymes and songs, matched number shapes, completed jigsaws and shopping activities and used an ICT programme to extend their learning. Members of staff make good use of the key words associated with colour, shape and size and use well-chosen resources that effectively hold the children's interest.

27 The two teachers concerned work closely together and ensure resources are used effectively to support learning. Children begin to understand about the passing of time when they discuss birthdays and become increasingly aware of classroom routines. They explore the world about them by moving about the school to use different facilities and go into the local area to visit shops and the park and to ride on a steam train. Children were fascinated to see and feel the moult of a tarantula and look at photos of it in its natural environment, and could recognise the links with their own spider pictures and 'Incy Wincy' song. They benefit from regular sessions in the sensory room where they learn they can control their environment with the use of switches. Children have many opportunities to enable them to develop and control their bodies. There is a good, well-equipped outdoor play area that contributes well to their physical development and spatial awareness. They frequently use and play with construction toys, tracking games and writing and colouring materials, all of which help to increase their control of small pieces of equipment. Soft play sessions make a good contribution to children's stretching, rolling, crawling, balancing, sliding and jumping skills. The staff make the most of every chance to promote children's independence in activities such as eating and dressing.

SUBJECTS IN KEY STAGES 1 AND 2

English

Provision in English is **good**

Main strengths and weaknesses

- The good development of pupils' speaking and listening and reading skills.
- The use of a good range of communication systems, although symbols are not consistently used in some areas of the school.
- Pupils' behaviour is managed very well and relationships are very positive.
- Classroom support staff make a good contribution to promoting pupils' achievement and progress.
- Assessment procedures are good and the information gained is used well to plan the next stage of pupils' learning.

Commentary

28 Pupils achieve well, overall. This represents good progress since the previous inspection. Many pupils enter the school with poorly developed speaking and listening skills and a significant proportion require support from the speech and language therapy support service. The school values their contribution and that of the communication assistants in effectively promoting pupils' communication skills. Pupils achieve well, and frequently very well, in speaking and listening during English lessons. This is because the school places a strong emphasis on promoting communication skills in all areas of the curriculum. Good questioning, matched to pupils' abilities, ensures that everyone is included and challenged to think through and explain their ideas. Signing, symbols and a picture exchange system are employed to enable all pupils, including those with autism, to improve their confidence and ability to communicate. New vocabulary is explained clearly so that pupils begin to use an increasing range of words when discussing their work. There is an appropriately strong emphasis on the key words needed in all subjects. However, text notices, and explanations on displays around the school are not routinely reflected with symbols, and this restricts pupils' understanding.

29 Pupils achieve well and make good progress in reading. They learn the letters of the alphabet and the sounds they represent. By the end of Year 2 they recognise their own names and those of others, and higher attaining pupils have a growing bank of words that they recognise on sight. By the age of 11 most can recognise many common words, and higher attaining pupils make good use of letter sounds and picture cues to work out the meaning of unknown words. They read simple texts with increasing fluency. Pupils of all ages enjoy stories and their understanding and enjoyment are increased by the very expressive way in which teachers read stories and poetry.

30 Pupils achieve well because teaching is good. Lessons are well planned and the available time is used effectively. Teachers take good account of pupils' literacy targets and consequently questions and tasks are well matched to the range of individual abilities. Relationships are very positive and the good quality support provided by the support staff makes a significant contribution towards promoting pupils' achievement and progress. Behaviour is managed calmly, firmly and consistently with the result that pupils usually remain well focussed on their work.

31 The recently appointed subject manager has made a good start in the role. A modified scheme of work, closely matched to the needs of all pupils, is currently being introduced and will be evaluated by all staff. Analysis of data has indicated the need to raise pupils' achievement in writing. The library is under-resourced and under-used and is a priority for development in the school improvement plan.

Language and literacy across the curriculum

32 Throughout the day pupils are encouraged to practise communicating, by speaking, signing or using a picture exchange system, and these opportunities support their achievement well. The school effectively promotes pupils' literacy skills in other subjects of the curriculum. For example, in mathematics they learn the vocabulary associated with position and shape, in design and technology they are asked to describe their work to the class. Also, in history, Year 6 pupils use reference books to construct a time line showing the major events during the reign of Queen Victoria.

MATHEMATICS

Provision in mathematics is **good**

Main strengths and weaknesses

- Teaching is well planned and has high expectations of pupils' achievement.
- A good range of activities is provided but on occasions there is an over-reliance on worksheets.
- Lessons have a good structure but some of the plenary sessions are not effective.

Commentary

33 As a result of the good teaching, pupils achieve well. Teachers plan lessons well with staff roles and pupil groups clearly defined. Because teachers know pupils well, tasks and resources meet the ages and abilities of pupils effectively. Pupils in Years 1 to 3 enjoy the activities of sorting and matching and they like using the big abacus to count. These resources motivate pupils and they learn well. Number rhymes are particularly effective with the younger pupils and help to reinforce mathematical language as well as to consolidate basic number skills. In Years 3 to 6 pupils continue to build on prior learning and acquire new skills because teaching uses a good range of practical opportunities that motivates pupils and they maintain their good achievement. They have a good understanding of shape, money and time. Pupils are also making good gains in their understanding of number and mathematical language. Higher attaining pupils in Year 6 respond very well to a briskly paced lesson and the sharp, quick questioning maintains their interest. The group work is very well matched to pupils' individual needs as they build on their previous learning and extend their current knowledge and understanding. Other pupils in the class count forwards and backwards with increasing confidence. They engage well in the more practical activities but sometimes worksheets limit pupils' ability to record independently and involve mundane tasks of colouring in with little focus on learning about number.

34 The format of the National Numeracy Strategy in terms of a three-part lesson has had a positive impact on the way mathematics lessons are planned in the school. The

oral/mental starter gives teachers opportunities to assess what pupils have remembered from previous lessons and also to extend learning, to introduce new vocabulary and to identify different ways of working out simple calculations. For example, in Year 6 they understand double, share, halve, when finding various ways of using 2 digits to make 10. Pupils enjoy this and are keen to show what they know. Teachers are careful to ensure that all pupils are fully included by the use of effective questioning and a good focus on language or symbols for different pupils. In the best lessons, plenary sessions are used very well to bring pupils together and to assess what they have achieved. However, in a few lessons, the use of time is not well-planned, lessons end abruptly and because of this, the teacher is unable to check on how much the pupils have understood. The National Numeracy Strategy has been well adapted to give pupils a wide range of mathematical experiences that gives them a good base to build on in the next stage of their education.

Mathematics across the curriculum

35 Pupils are encouraged to use their numeracy skills in design and technology when weighing ingredients, recognise shapes in soft play and in geography, present data on a block graph of where pupils live.

SCIENCE

Provision in science is **good**

Main strengths and weaknesses

- Good opportunities are provided for pupils to learn through their involvement in practical and investigative work.
- The development of very good relationships and teamwork encourages pupils to make good gains in their learning.
- The effective use of key scientific words.
- The co-ordinator has good subject knowledge and is enthusiastic.
- Insufficient use of ICT to develop pupils' learning.

Commentary

36 The staff has taken part in valuable training that has effectively enhanced their ability to provide pupils with opportunities to learn through investigation. The successful 'whole school science week' helped to develop cross-curricular links with other subjects. Consequently, pupils take part in a good range of practical work and this effectively promotes good gains in their learning. This is reflected in pupils' good achievement in their national tests at the end of Year 6 and this is a good improvement since the last inspection. Year 6 pupils have a good understanding of the variables in a simple electrical circuit that either make or break the circuit. Higher attaining pupils in Years 3 to 6 are developing their understanding of a fair test and can apply this to practical situations. Resources are good and again this is an effective improvement since the last inspection. The gardening club is a popular activity that promotes pupils' good understanding of the basics of plant care.

37 The members of staff know the pupils well and have formed very good, trusting relationships with them. This helps to create a calm and purposeful atmosphere in the lessons and consequently pupils have very good attitudes to their learning and achieve well. For example, pupils in Year 2 were keen to take part in a tasting activity and they made good gains in their ability to make decisions and select preferences. The staff work hard to ensure that all pupils have full access to the range of opportunities and, in particular, pupils with autism are managed very consistently and, as a result, they have the confidence. Also, pupils in the early stages of English language acquisition are provided with very good support and they achieve as well as their peers in the school. The very good ethos is evident in the way that pupils work very well in groups and are able to share resources during experiments.

38 The records of pupils' achievement are comprehensive and show that pupils achieve well. The consistent use of key words is a strong feature of teaching. Year 6 pupils extend the accurate use of these terms and use words such as 'conductor' and 'insulator' in the right context. Year 4 pupils are confident in making predictions and use terms such as 'shadow' as they investigate the properties of light. Most of these pupils have learnt through investigation that light travels in a straight line and this is good achievement. The communication assistants reinforce the focus on the development of pupils' literacy development and ensure that pupils have full access to the curriculum and achieve well.

39 The science policy provides good advice on teaching and learning and ensures that the pupils' wide range of special educational needs is met. Assessment systems are comprehensive, are used consistently to inform planning and, as a result, pupils are challenged and achieve well. The co-ordinator has been innovative and has effectively managed the introduction of a new system that has improved the accuracy of tracking pupils' progress and this provides good information for establishing challenging individual targets.

40 Specific ICT resources for the teaching of the subject are limited. Also, in many of the lessons, planning and teaching do not include the use of ICT as a resource to develop pupils' learning. For example, the opportunity was lost for Year 5 pupils to use ICT to organise and present data at the end of an experiment about different ways of measuring temperature. Consequently, although pupils could take accurate readings from a digital thermometer and record their findings, the computer was not used to collate the data to give them a clear visual image of their results. As a result, pupils made satisfactory gains in their understanding of the difference between their estimation of temperature and the accurate measurements rather than the good achievement that their previous works shows that they are capable of.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**

Main strengths and weaknesses

- High expectations and clear planning leads to good teaching in some lessons.
- The use of ICT across the curriculum is unsatisfactory.

Commentary

41 The quality of teaching and learning is good, at times, but it is satisfactory, overall. Where planning is structured and expectations are clear pupils achieve well. In a lesson for pupils with autism the staff work well as a team and consequently pupils co-operate in a group whilst, for instance, they recorded and listened to a range of sounds. These pupils made good progress in their ability to select from a range of ICT related activities. Higher attaining pupils in Year 4 are able to open a program and make good gains in the control of the mouse. Pupils are also able to use the correct key when typing a capital letter to write their name but some require assistance to save their work and this is satisfactory achievement, overall. Pupils in Year 6, for example, have word processed their account of a story about aliens. The school has made satisfactory progress in the provision of ICT since the last inspection.

Information and communication technology across the curriculum

42 The school has identified the need to improve the provision of ICT across the school. There is limited use of ICT in the teaching of some subjects and this leads to some satisfactory achievement. In particular ICT resources in some subjects are limited, for example there is too little specific software for the teaching of design and technology. The expertise and confidence of the staff to use ICT is developing but further training is planned to, for example, increase their knowledge in the use of electronic whiteboards.

HUMANITIES

43 It was not possible to observe any **geography** lessons during the inspection and therefore it is not possible to make a firm overall judgement on provision and achievement in the subject. However, pupils' work, displays around the school and discussion with the subject manager indicate that pupils are provided with a suitable range of varied and interesting work. Younger pupils explore their school and the local area, including the park and the shops. They record features of their journeys between home and school, and become increasingly aware of seasonal changes as they discuss their weather charts each day. As they move up through the school pupils have many opportunities to learn about their town and its districts. They learn the countries of the British Isles and study different areas of the world, including rain forests, deserts and Polar Regions. Pupils' understanding of a range of geographical features is enhanced by the stimulating trips and residential visits.

44 Only two **history** lessons were seen during the inspection and it is therefore not possible to make a firm overall judgement on provision and achievement in the subject. However, discussion with the subject manager, and scrutiny of pupils' books and displays around the school show that work in history is varied and interesting. In the two lessons observed teaching and learning were good, and pupils were fully involved through the effective use of resources and assistance from the support staff. There are good opportunities for them to learn about the history of their local area. Pupils develop a sense of chronology when they look at photographs of themselves from the past and talk about members of their own families. By Year 6 pupils have had many opportunities to study history in a wider context and to develop an understanding of life in ancient Egypt and in other great civilisations. They recognise similarities to, and differences from, their own lives.

Religious education

Provision in religious education is **good**

Main strengths and weaknesses

- The curriculum is well organised and develops pupils' understanding of world faiths.
- The very good resources and visits to places of worship support pupils' learning.

Commentary

45 The curriculum is well-planned, up-to-date and is clearly linked to the locally agreed syllabus. Pupils learn about other faiths as well as Christianity. This gives them insight into how people live and worship in other countries and makes a good contribution to their understanding of other cultures. Pupils in Years 1 and 2 studied the festival of Diwali and made very good gains in their understanding of the use of diya lamps. Pupils were also able to give an accurate account of the story of Rama and Sita and this is good achievement. The teacher was preparing them for a visit to a temple and used a range of very good resources to show them what to expect. Pupils in Years 3 to 6 learn about events leading up to the birth of Jesus, they understand the difference between the Old and New Testaments and know about the angel Gabriel. Role-play by young pupils reinforces the story and they remember the sequence of events and this is good

achievement. The quality of teaching and learning for pupils in Years 1 to 6 is good, overall

46 The co-ordinator has made sure that the books, videos, artefacts, posters and pictures are easily accessible to teachers. Teachers use the very good range of resources very well to support learning and focus pupils attention on the main learning objectives of lessons. Pupils handle artefacts carefully responding to teachers' questions and most can relate artefacts to different religions, for example, diva cards and lamps to the Hindu religion. The visit to the mosque by pupils in Years 1 and 2 was particularly good in consolidating the work they had done in the classroom and remembered they had to remove their shoes before entering the mosque, which they did without fuss.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

47 Because only one **music** lesson was observed during the inspection there is insufficient evidence to make an overall judgement on provision and achievement in the subject. However, discussion with a part-time music teacher and scrutiny of the subject documentation indicate that music is well planned to meet the special educational needs of the pupils. They have good opportunities to listen, compose and perform and are introduced to a variety of musical styles. The school recognises the need to broaden this to include music from a wider range of cultures. Singing, clapping and action songs are used to promote pupils' progress in many areas of the curriculum including their personal and social development and their literacy and numeracy skills. Pupils also enjoy listening to music and singing in assemblies. They have good opportunities to contribute to community events such as the Bolton musical festival and Christmas celebrations in a local church.

48 Only one **physical education** lesson was seen during the inspection and, therefore, it was not possible to make an overall judgement on provision and achievement in the subject. In the lesson observed Year 2 pupils were effectively warmed up at the start of the lesson. Instructions were very clear and pupils responded well to the consistent management of their behaviour and achieved well. The teacher made very good use of the pupils to demonstrate the progress that they have made in their balances and range of movements. Pupils who are in the early stages of English language acquisition were provided with instructions in English and their mother tongue and consequently they achieved well. A group of Year 6 pupils have opportunities to be included in physical education lessons with their peers in the nearby mainstream school. In a lesson seen, pupils were attentive, interacted well and were provided with sensitive additional support that effectively reinforced the main teaching points yet promoted pupils' independence skills. Pupils are proud of the gains that they make in their swimming and their achievement is celebrated in the whole school assemblies. Some extra-curricular activities, including a shared session with pupils from the local primary school, are provided during the lunch break with good specialist support from a seconded teacher. The subject co-ordinator is aware that the development of the curriculum and provision of additional sporting activities are a priority.

49 No **art and design** lessons were seen during the inspection and, therefore, it was not possible to make an overall judgement on provision and achievement in the subject. However, displays around the school and in classrooms demonstrate that pupils are provided with a good range of opportunities to use a variety of techniques, media and colour to illustrate their work. There are many examples of how art and design is used to enhance pupils' work in other subjects, such as, a rainforest in geography, rainbow fish

collage to illustrate a story and a collage using different materials for a science topic. Pupils study the work of other artists, such as Miro, Lowry and William Morris. Visiting artists effectively enriched the curriculum and pupils produced very colourfully textured clay plaques and seasonal wall hangings.

Design and technology

Provision in design and technology is **good**

Main strengths and weaknesses

- The provision of a good range of focussed practical tasks.
- The good provision of whole school technology days.
- The limited use of ICT.

Commentary

50 Good progress has been made in the quality of provision since the last inspection. Resources are now good and well managed. The staff team have taken part in effective training that has increased their specific skills and confidence to teach the practical aspects of the subject. New advice on what teachers should teach has been recently introduced and, as a result, the curriculum fully meets the pupils' wide range of special educational needs. Consequently the teacher's good subject knowledge and high expectations encouraged Year 2 pupils to design and create some individual cloth puppets. The pupils' are very effectively encouraged to develop their skills of cutting, glueing and using the sewing machine. The pupils are quite rightly very pleased with their finished puppets. Year 3 pupils made good gains in their cutting and shaping of materials to construct a model railway station. Year 6 pupils responded well to the use of a good range of resources and, as a result, increased their understanding of the design and fastenings used for different footwear. All pupils are challenged and higher ability pupils know that ballet shoes are worn in the theatre whilst other pupils need support to match, for example, walking boots to a relevant picture. An informative display of the design of footwear over-time provides a good link with pupils' work in history.

51 The provision of regular design and technology days is a good initiative and promotes pupils' good achievement. They have the opportunity to undertake an increasingly complex range of design and make assignments and enjoy working through the process during a full day. Displays and photographs of pupils' previous work celebrate their good achievement. Pupils in Years 1 and 2 have designed and made Chinese New Year hats and a large dragon's head. Year 3 pupils integrated well with their peers from a local primary school and made some seasonal snowman biscuits. Year 5 pupils carefully designed and completed some realistic three-dimensional winter scenes. Pupils use an increasing range of tools and materials and identify what works well and what needs to be improved. This is good achievement. Good opportunities are provided for pupils' learning in other subjects, for example, pupils extended their understanding of forces when they investigated the impact of friction and slope on the movement of an object. The design and making of 'things that go round' was particularly successful. The completed projects reflect the pride that pupils take in their work, for example, they carefully constructed a detailed model playground and fairground.

52 There are examples of the good use of ICT, for example, when Year 2 design their puppets. However, there are insufficient ICT resources, such as software, that are specific to the teaching of design and technology and therefore the use of ICT in the subject is unsatisfactory.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

53 No **citizenship** lessons were seen during the inspection and, therefore, it was not possible to make an overall judgement on provision and achievement in the subject. Pupils' previous work shows that the school places a high priority on teaching the full citizenship curriculum. For example, pupils are taught that everybody has rights and responsibilities and that they might think differently. They learn about respecting others, not only in their own community but globally. This is helped by the schools' links with Germany, Greece and the Czech Republic. This is a recent initiative via the Comenius project that is giving pupils a better understanding of global awareness. They have completed a project about people who work in the community and have an understanding of the need to look after their local environment. Cross-curricular links to other subjects are identified in planning.

Provision in personal, social and health education

Provision in personal, social and health education is **good**

Main strengths and weaknesses

- The school council plays a significant role in developing pupils confidence and maturity.
- The very good quality and range of resources.
- The curriculum is well managed.

Commentary

54 The school council is in its second year and it has achieved a lot in that time. Two Year 6 pupils spoke very enthusiastically about their involvement with the council. They recalled pupils' ideas that had been implemented including, for example, a tea party with the headteacher for pupils whose good work had been recognised on the "good work wall". Good teamwork between teachers and support staff means that all pupils are fully included in activities and this in itself gives pupils a good example of working together. Teachers plan their lessons well and make good use of questions to assess what pupils understand. Teaching is good because all adults understand the individual special educational needs of pupils and match language and tasks to meet their abilities.

55 The curriculum is well-planned and includes a wide range of different topics that meet the special educational needs of the pupils. These include personal hygiene, independence, relationships and friendships. Good attention is given to sex and drugs education and they are taught at a level the pupils can understand. Members of staff are very good at pitching topics at just the right level for pupils in their class and use strategies that they understand. This was particularly evident in a lesson for pupils in Years 3 to 6 with autism as they made very good gains in their understanding of appropriate and inappropriate behaviour concerning dressing and undressing. The teacher along with a speech therapist handled this sensitive issue very well using appropriate language and symbols. In a lesson about "teeth" all pupils were given a toothbrush and toothpaste to

practice cleaning teeth supported by staff and were delighted when they could take them home. To support the development of social skills the school has introduced a "buddy" system whereby older pupils join younger pupils at snack times to support them while at the same time developing their own social skills, increasing their confidence and taking on responsibilities. Pupils in Years 3 to 6 also have a "jobs" rota for returning class registers and tidying resources away.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).